

MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

November 14, 2002
1:35 p.m.

Present: Mr. Thomas D. Watkins, Jr., Chairman
Mrs. Kathleen N. Straus, President
Mrs. Sharon L. Gire, Vice President
Mr. Michael David Warren, Jr., Secretary
Mrs. Eileen Lappin Weiser, Treasurer (via telephone)
Mrs. Marianne Yared McGuire, NASBE Delegate
Mr. John C. Austin
Dr. Herbert S. Moyer
Mrs. Sharon A. Wise
Mrs. Kimberly Wells, representing Governor John Engler, ex officio

I. CALL TO ORDER

Mr. Watkins called the meeting to order at 1:35 p.m., and asked Mrs. Straus to chair the meeting due to his laryngitis.

II. AGENDA MATERIALS

- A. Report on Consent Agenda
- B. Report on Modifications to the Previously Approved Tuscola Intermediate School District and Macomb Intermediate School District Plans for the Delivery of Special Education Programs and Services
- C. Report on Approval of Biennial Report of the Michigan School Readiness Program Legislative Review
- D. 2001-2002 Supplemental Funds for Strengthening Communications, Coordination, and Collaboration Among Agencies that are Working to Reduce Sexual Risk Behaviors Among School Age Young People, Under Centers for Disease Control and Prevention Program Announcement Number 805, School Health Programs to Prevent Serious Health Problems and Improve Educational Outcomes - Initial

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Report on Modifications to the Previously Approved Tuscola Intermediate School District and Macomb Intermediate School District Plans for the Delivery of Special Education Programs and Services - added to agenda
- B. Report on Approval of Biennial Report of the Michigan School Readiness Program Legislative Review Committee - added to agenda
- C. 2001-2002 Supplemental Funds for Strengthening Communications, Coordination, and Collaboration Among Agencies that are Working to Reduce Sexual Risk Behaviors Among School Age Young People, under Centers for Disease Control and Prevention Program Announcement Number 805, School Health Programs to Prevent Serious Health Problems and Improve Educational Outcomes - added to agenda

Mr. Warren moved, seconded by Mrs. Wise, that the following item be added to the agenda "Approval of Calculation and Definition of Adequate Yearly Progress."

The motion carried unanimously.

Mr. Warren moved, seconded by Mrs. Wise, that the following item be added to the agenda "Approval of Cut Scores for *Education Yes!*"

Ayes: Austin, Warren, Weiser, Wise
Nays: Gire, McGuire, Moyer, Straus

The motion failed.

Mr. Warren moved, seconded by Mrs. Wise, that the following item be added to the agenda "Approval of Definition of Proficiency."

Ayes: Austin, McGuire, Moyer, Straus, Warren, Weiser, Wise
Nays: Gire

The motion carried.

Mr. Warren moved, seconded by Mrs. Wise, that the State Board of Education approve the agenda and order of priority, as modified.

The motion carried unanimously.

IV. PERSONAL PRIVILEGE - MRS. KATHLEEN N. STRAUS

Mrs. Straus introduced Mrs. Elizabeth Bauer, a newly elected member of the State Board of Education whose term begins January 1, 2003.

V. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

A. Approval of Record of Committee of Whole Meeting of October 24, 2002

B. Approval of State Board of Education Minutes of October 24, 2002

C. Approval of Record of Committee of Whole Meeting of November 6, 2002

Mr. Warren moved, seconded by Mrs. Weiser, that the State Board of Education approve the: (1) Record of Committee of Whole Meeting of October 24, 2002, (2) Minutes of October 24, 2002, and (3) Record of Committee of Whole Meeting of November 6, 2002.

The motion carried unanimously.

VI. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced the members of the State Board of Education and guests attending the meeting.

VII. PRESIDENT'S REPORT

A. State Board of Education Election Results

Mrs. Straus said Mrs. Carolyn Curtin, a Republican, and Mrs. Elizabeth Bauer, a Democrat, won the November 5, 2002, election and will begin their terms on January 1, 2002. Mrs. Straus said Mrs. Wise and Mr. Warren, whose terms are ending on December 31, 2002, will be recognized at the December 12, 2002, State Board meeting.

B. Michigan Association of Arts Educators Conference

Mrs. Straus said she presented at the Michigan Association of Arts Educators Conference on October 25, 2002, in Lansing. She said Ms. Ana Cardona received an award for her work as the Arts Education Consultant for the Michigan Department of Education. Mrs. Straus said several people commented that Ms. Cardona is highly respected in the field of arts education.

C. United States Department of Education Regional Title I Conference

Mrs. Straus said she attended the United States Department of Education Regional Title I Conference in Chicago, Illinois on October 28-30, 2002. Mrs. Straus said many people were in attendance from Michigan including staff from Wayne RESA, Berrien County, several local districts, and the Michigan Department of Education. She said Dr. Susan Neuman, Assistant Secretary for Elementary and Secondary Education, United States Department of Education, encouraged Michigan to adopt the exact language of the federal legislation to define adequate yearly progress.

D. Mr. James Linsell, Teacher of the Year, Honored by Michigan State University

Mrs. Straus said she attended a dinner on November 8, 2002, honoring Mr. Jim Linsell, 2001 Teacher of the Year, as an Outstanding Alumnus of Michigan State University.

E. "Take the Test" Day

Mrs. Straus said she and Mrs. Gire participated in the Michigan Educational Assessment Program (MEAP) Take the Test Day on November 12, 2002 at Lansing Eastern High School. Mrs. Straus said Michigan has set high, rigorous academic standards for students, and this is reflected in the difficulty of the test.

F. Michigan Association of School Boards Conference

Mrs. Straus said she was a panelist at the Michigan Association of School Boards Conference on November 7, 2002. She said Mr. Ed Sarpolus, EPIC MRA pollster, was a panelist who emphasized that communications need to be stated in a language the general public understands rather than educational jargon.

VIII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

A. Ms. Mary Bridget Monaghan, 3063 Sawgrass, Lansing, Michigan 48911. Ms. Monaghan offered comments regarding academic standards.

B. Ms. Mary Wood, 27533 Santa Ana, Warren, Michigan 48093. Ms. Wood offered comments regarding public school academies. Ms. Wood distributed copies of charter school information.

In response to Ms. Wood's comments, Mr. Greg Olszta, Office of Education Options, Charters and Choice, Michigan Department of Education, explained the capacity of the Department given the current limited staff. Mr. Dan Quisenberry, Michigan Association of Public School Academies, applauded the Department for continuing to provide support to all Michigan public schools.

IX. AWARDS AND RECOGNITIONS

There were no awards and recognitions.

X. APPROVAL OF REVISIONS TO *EDUCATION YES! - A Yardstick for Excellent Schools*

Mrs. Straus said that the Board discussed the proposed revisions to *Education Yes!* during the morning Committee of the Whole meeting.

Mrs. Wise moved, seconded by Mr. Austin, that the State Board of Education approve the revisions to *Education Yes! - A Yardstick for Excellent Schools*, as discussed during the morning Committee of the Whole meeting, and as attached as Exhibit A.

The motion carried unanimously.

Education Yes! - A Yardstick for Excellent Schools is attached as Exhibit A.

XI. APPROVAL OF CALCULATION AND DEFINITION OF ADEQUATE YEARLY PROGRESS

Mrs. Straus said that the Board discussed the Calculation and Definition of Adequate Yearly Progress during the morning Committee of the Whole meeting.

Mrs. Wise moved, seconded by Mrs. Weiser, that the State Board of Education approve the Calculation and Definition of Adequate Yearly Progress, as discussed during the morning Committee of the Whole meeting, and as attached as Exhibit B.

The motion carried unanimously.

The Calculation of Adequate Yearly Progress is attached as Exhibit B.

XII. APPROVAL OF DEFINITION OF PROFICIENCY FOR NO CHILD LEFT BEHIND

Mrs. Straus said that the Board discussed the Definition of Proficiency for No Child Left Behind during the morning Committee of the Whole meeting.

There was consensus to clarify the Level 4 category by adding "or Apprentice" following "Below Basic."

Mrs. Wise moved, seconded by Mr. Warren that the State Board of Education approve the Definition of Proficiency, as presented in the Superintendent's memorandum dated November 14, 2002, and discussed during the morning Committee of the Whole meeting, as amended, and as attached as Exhibit C.

Mrs. Gire suggested that the cut scores and definition of proficiency be discussed at the same meeting.

Mrs. Straus said the current definition of proficiency in Michigan means "exceeds or meets" expectations.

Mrs. Gire said that her concern is that adequate yearly progress is defined as advanced, proficient, and basic. Mrs. Gire said she believes that advanced and proficient include a part of what is considered as Level 3, and that is a more reasonable goal to work toward which is not a poor standard of performance. Mrs. Gire said the Board should review the sample test and MEAP cut scores, and how measurements were done.

The vote on the motion was taken.

Ayes: Austin, McGuire, Moyer, Straus, Warren, Weiser, Wise
Abstain: Gire

The motion carried.

The Definition of Proficiency is attached as Exhibit C.

XIII. CONSENT AGENDA

Criteria

- B. Adoption of Criteria for 2003-2004 William F. Goodling Even Start Family Literacy Program Grants

Resolutions

- C. Adoption of Resolution Regarding School Board Recognition Month

Approvals

- D. Approval of Model Policy and Guidelines for Administering Medications for Pupils at School
- E. Approval of Expense Report for Fiscal Year 2001-02

Mrs. Wise moved, seconded by Mr. Warren, that the State Board of Education approve the consent agenda, as follows:

- B. approve the criteria for the 2003-2004 New and Continuation William F. Goodling Even Start Family Literacy Program Grants, as described in the Superintendent's memorandum dated November 4, 2002;**

- C. **adopt the Resolution Regarding Local School Board Member Recognition Month, as attached to the Superintendent's memorandum dated November 12, 2002;**
- D. **approve the Model Policy and Guidelines for Administering Medications to Pupils at School, as described in the Superintendent's memorandum dated November 4, 2002;**
- E. **approve the October 1, 2001 - September 30, 2002, report of the State Board of Education expenses, as attached to the State Board Executive's memorandum dated November 12, 2002, and authorize the State Board Executive to transmit the report to the House and Senate Fiscal Agencies and the Department of Management and Budget, as required by the Department of Education Appropriations Act.**

The vote was taken on the motion.

The motion carried unanimously.

The Resolution Regarding School Board Recognition Month is attached as Exhibit D.

XIV. REPORT OF THE SUPERINTENDENT

Grants

- F. 2002-2003 Reading First - Amendment
- G. 2002-2003 Fruit and Vegetable Pilot Program - Initial
- H. 2001-2002 School Renovation, IDEA, and Technology Grant Program - Category 2 - Initial
- K. 2001-2002 Supplemental Funds for Strengthening Communications, Coordination, and Collaboration Among Agencies that are Working to Reduce Sexual Risk Behaviors Among School Age Young People, Under Centers for Disease Control and Prevention Program Announcements Number 805 - Initial

Reports

- I. Report on Modifications to the Previously Approved Tuscola Intermediate School District and Macomb Intermediate School District Plans for the Delivery of Special Education Programs and Services
- J. Report on Approval of Biennial Report of the Michigan School Readiness Program Legislative Review Committee

Mr. Watkins distributed copies of "Superintendent's Report" dated November 14, 2002.

XV. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

Mr. Warren said his experience as a State Board of Education member has been wonderful, and he is honored to serve the children of Michigan. Mrs. Straus and Mr. Watkins thanked Mr. Warren and noted that a formal expression of appreciation will be presented at the December 12, 2002, meeting.

XVI. TENTATIVE AGENDA FOR NEXT MEETING

Mrs. Straus said cut scores will be discussed at the December 12, 2002, meeting. Mr. Watkins said he will recommend an Early Start Pre-Kindergarten Policy at the December meeting. Mr. Austin said he would like the Board to discuss creativity with regard to implementing sanctions. Mrs. Gire said she would like to discuss sanctions and resources available for intervention, and that the Healthy School Network would like to make a presentation in December or January. Dr. Moyer commended Mr. Watkins for his leadership, and requested a presentation by the Michigan Youth in Government.

Mrs. Eileen Hamilton, State Board Executive, said the Office of Civil Rights has requested an opportunity to address the Board with regard to Native American logos and mascots. There was consensus to schedule this presentation in 2003.

Mrs. Straus said that a survey has been distributed to Board members asking their preference for the 2003 Board Meeting Schedule that will be on the December 12, 2002, agenda. Mr. Watkins said there will be an orientation for new Board members and a Board retreat early in 2003.

Mrs. Straus said Proposal A to A+ will be scheduled for the December meeting. Mrs. Straus said future agenda items include: (1) review of *Education Yes!* once it has been implemented, (2) public school academies, and (3) curriculum issues including an update on the academic content standards review. Dr. Moyer said the status of the recommendations of the task forces also needs to be reviewed.

XVII. FUTURE MEETING DATES

A. December 12, 2002

XVIII. ADJOURNMENT

The meeting adjourned at 2:35 p.m.

Respectfully submitted,

Michael D. Warren, Jr.
Secretary

Michigan State Board of Education
Standards for Accreditation
Education YES! – A Yardstick for Excellent Schools

Purpose

Today's children will face new challenges in an ever-changing world, and the knowledge and skills they learn today must prepare them with the tools they need for future success and to be productive citizens. Accordingly, our system of public education is intended to provide all students the following:

- Academic skills and knowledge to succeed in today's global, information age economy, higher education, the armed services, and other post-K-12 opportunities;
- An excellent grounding in the history, principles and form of our political system of self-government and constitutional liberty, and the ability to fully and thoughtfully participate in political activities and elections;
- An excellent understanding of history, civics, political science and conflict resolution;
- A broad cultural exposure, including comprehension of the arts, humanities, and the classics; and
- The opportunity to participate in community involvement, including volunteering, social studies and character development, membership in community associations, clubs and organizations, athletics, student mentoring and similar activities.

To ensure that our schools provide these tools for every child, Michigan needs a fair, challenging and supportive accreditation system to help all schools be good schools.

Standards

Michigan's school accreditation system is based on the following standards that focus on every school working with every student. The issue becomes not whether a school meets a threshold requirement, but how close can every Michigan school come to attain the following rigorous, challenging and focused standards:

- All Michigan elementary and middle school children will read independently and use math to solve problems at grade level.
- All Michigan students will experience a year of academic growth for a year of instruction.
- All Michigan high school students, in addition to demonstrating high academic achievement, will have an individual educational plan leading them to being prepared for success.

At its March 14, 2002 meeting the Michigan State Board of Education *approved Education YES! – A Yardstick for Excellent Schools* in accordance with section 1280 of the Revised School Code and under its authority under Article VIII, Section 3 of the Michigan Constitution. *Education YES!* was revised by the Board on November 14, 2002. *Revisions made on November 14 are shown in italics.*

Measures of School Performance

Measuring a school's performance in connection with the above standards is based on student achievement and includes measures of school performance and student achievement at the school building level. Criteria for the performance indicators shall be specific to measure improvement of elementary schools, middle schools and high schools. The performance indicators include:

- Indicators of Engagement that focus on engaging students in the learning process;
- Indicators of Instructional Quality that focus on the processes the school uses to improve the quality of instruction provided to students; and
- Indicators of Learning Opportunities that include direction, focus and opportunity for learning.

Indicators of Engagement

Performance Management Systems

Schools will be recognized for systems that let them know whether each student has attained critical skills. Schools will be encouraged to use these systems to follow the progress of particular groups such as economically disadvantaged students.

Continuous Improvement

This indicator will recognize programs that have a focus on continuous improvement, including monitoring of improvement activities, external support provided through professional development, visitation by peer reviewers and/or other continuous improvement programs.

Curriculum Alignment

Schools will measure their work toward curriculum alignment in the school and across the district. Attention will be paid to the local curriculum standards for learning, problem solving, and decision-making to give students the tools to embrace the information age.

Indicators of Instructional Quality

Teacher Quality and Professional Development

The teacher quality indicator will measure both the preparation of teachers for their assignment and professional development that schools undertake to implement the school's improvement plan. This indicator will align with the provisions of the federal "No Child Left Behind Act." Special attention will be paid to teacher preparedness to use the tools of the information age to enhance teaching and learning.

Extended Learning Opportunities

Schools will receive credit if early childhood programs are available for at-risk students in the district. Coordination between early childhood and kindergarten programs will be encouraged. At the upper elementary and middle school levels, extended learning opportunities can be

provided before and after school. Other extended learning opportunities could be made available on weekends and/or through summer school and through virtual learning.

Arts Education and Humanities for All Students

Schools will be given credit for providing all children with a foundation in the arts; for offering ongoing education in music, drama, dance, and the visual arts; and for affording opportunities for high levels of achievement in the arts. This indicator will also encourage programs that enrich cultural life by promoting knowledge of human history, thought and culture, including social studies, the principles of America's political system of self-government and constitutional liberty, and the classics.

Advanced Coursework

This indicator will recognize participation in advanced coursework such as dual enrollment and advanced placement provided face-to-face or through distance learning technologies. This evaluation will apply to vocational and technical college courses, as well as those in the sciences and liberal arts.

Indicators of Learning Opportunities

Family Involvement

This indicator will recognize a variety of forms of regular communication with parents, using both traditional and more modern channels, including voicemail, e-mail, and web-based parent reporting. Schools will be asked to demonstrate ways that they reach out to involve every family in a significant and meaningful way.

Student Attendance and Dropout Rate

Student attendance will be a measurable indicator at the elementary and middle school levels. At the high school level, the dropout rate will be used for this purpose.

Four-Year Education and Employment Plan

This indicator will recognize the development and use of individual four-year education and employment plans for each student. The four-year plan is a document for all students whether they plan to attend college, other postsecondary education, the armed services, or enter the work force directly after high school. The purpose of the plan is to provide every student with an ongoing, and periodically updated, record of career planning to guide his or her choices. The plan will build upon work being undertaken by the Department of Career Development.

School Facilities

School facilities will be inventoried through the School Infrastructure Database maintained by the Center for Educational Performance and Information. This indicator will identify areas where school facilities pose barriers to learning and embracing the information age.

Measures of Student Achievement

Michigan's school accreditation system focuses on measuring student achievement. The system will be flexible in the application of achievement measures to recognize specialized schools and

unique situations. Measures of student achievement in Michigan's school accreditation system include:

- Achievement status to measure how well a school is doing in educating all students.
- Achievement change to measure whether student achievement is improving or declining.
- Achievement growth to measure whether students are receiving at least one year of academic growth for each year of instruction.

Achievement Status

Reporting of achievement status will use three years of scaled scores from the Michigan Educational Assessment Program (MEAP). At the elementary level, reading and mathematics scores will be used for this indicator. In future years, the new English Language Arts assessment will be used, including both reading and writing. *Science and social studies scores will be used in addition to reading and mathematics at the middle and high school levels.*

Achievement Change

Achievement change will be reported on the basis of a three-year trend-line computed from the data used to report achievement status.

Achievement Growth

All Michigan children should be guaranteed at least one year of academic growth for each year of instruction. Existing achievement data will be used to recognize those schools that are "adding value" every year for every student. This approach encourages curricular alignment from grade-to-grade and from school-to-school, particularly as students move from elementary to middle to high school. It will reinforce the notion that effective education and student performance improvement requires a shared responsibility at all educational levels.

Student growth will be measured by comparing the equivalent scores of the students on the fourth grade assessment with the equivalent scores for the same group of students on the seventh grade assessment (and seventh grade to high school). This will be done for all students who remain within the same school district. This component will be applied only to reading and mathematics achievement at this time. As with status and change, the growth data analysis will also report disaggregated student achievement data by identifiable student groups.

Data Collection and Reporting

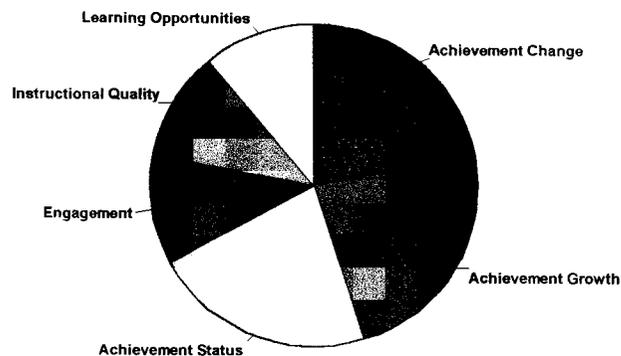
Data Collection

The accreditation system uses data elements, some of which have not yet been collected. Every effort will be made to avoid duplicative or unnecessary data collection. Schools will have the opportunity to verify data used in the system. Schools will also have the opportunity to appeal their rating using any additional data that they may have. Schools will be notified of their ratings in a timely manner.

Weighting

Michigan's school accreditation system will be weighted with one-third of the weight equally divided among the eleven School Performance Indicators. The remaining two-thirds is equally weighted among the three student achievement measures: (1) Achievement Status, (2) Achievement Change and (3) Achievement Growth. Specific maximum score values for each component are provided in Attachment A.

Education YES! Factor Weighting



Reporting

Michigan's school accreditation system will report to school districts and buildings and to the public. Reports to schools will be focused on specific strategies for improvement within the school. Reports to the public will use language that is simple and clearly understood.

Labels and Grades

Each of the six components of *Education YES!* will be reported with a score on a scale from 0 to 100. A school's score for each component will be presented along with a label. Common letter grades - A, B, C, D, F - will be the labels used to report to the public on the three achievement and the three school performance indicators. The school performance indicators and measures of achievement will be combined to yield a composite individual school score ranging from 0 to 100, which will also be reported by letter grade. *The composite school grade will be derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.* Schools that are labeled "A", "B", "C" or "D / Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim status. Unaccredited schools will also be labeled as such.

The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.

Unified Accountability for Michigan Schools

Education YES! Composite Score	A	B (iv)	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert
		Did Not Make AYP	Makes AYP

i – iv Priorities for Assistance and Intervention
 AYP calculated using No Child Left Behind Definition

A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.

Michigan Accreditation Advisory Committee

The State Board of Education will appoint an Accreditation Advisory Committee to make recommendations for baseline scores to be used for the school performance indicators and the student achievement indicators in terms of status, change and growth. The Committee will begin its work by using existing policies of the State Board of Education. The Advisory Committee will be composed of five nationally recognized experts in accountability, measurement, school improvement and accreditation systems. The Committee will use operational data on the indicators and student achievement to assist the Board to set high, rigorous academic targets that will be fair measures of school performance.

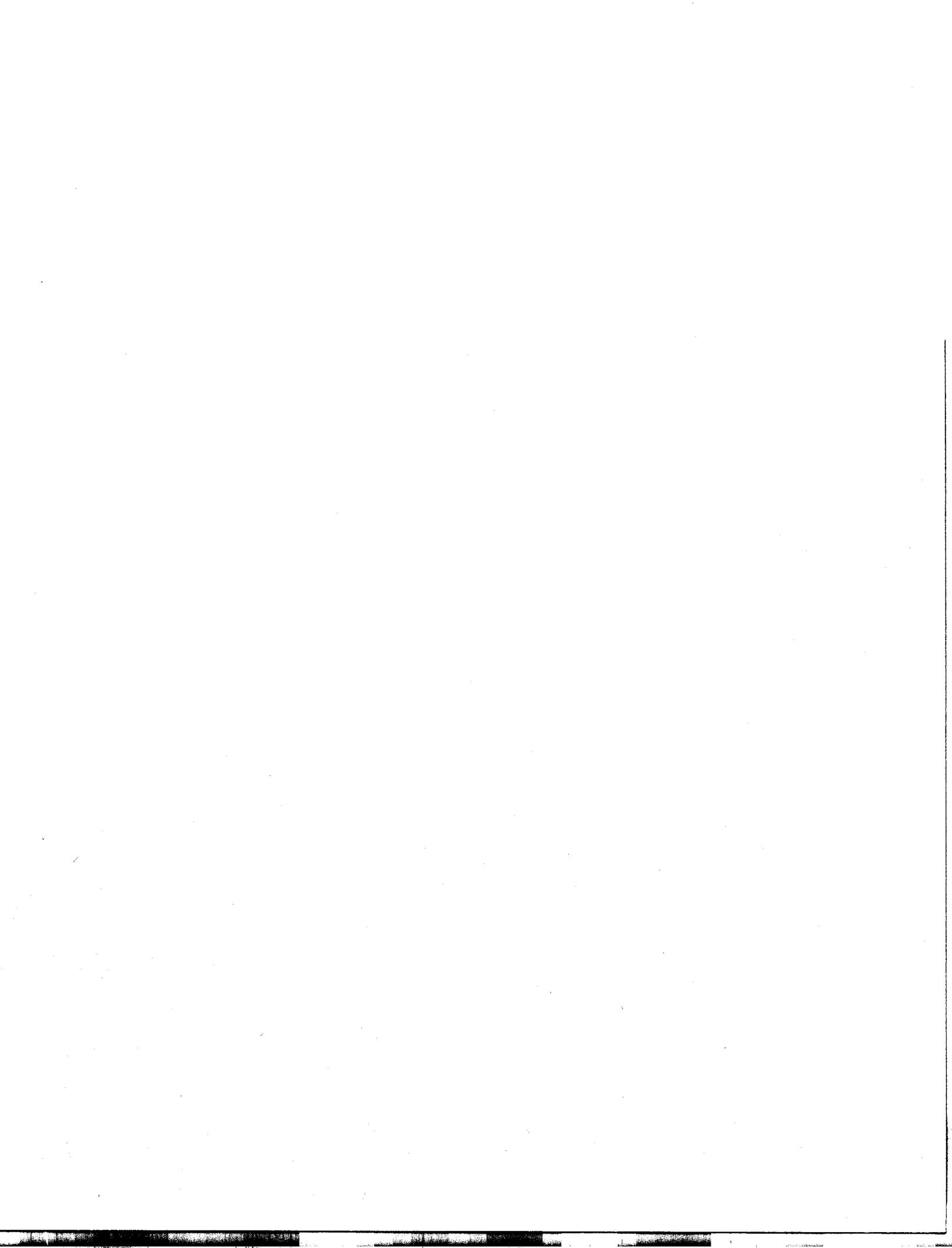
Assistance to Low-Performing Schools

The Michigan State Board of Education reiterates its strategic goal to attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools. New federal resources will be available under the "No Child Left Behind Act" including new funds for literacy and teacher quality. It is the policy of the State Board of Education to target the use of these funds to maximize efforts to improve achievement in underperforming schools. *A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.*

Education YES!

Composite Score Weighting

Component	Point Value
School Performance Indicators	
Indicators of Engagement	
Performance Management Systems	3
Continuous Improvement	3
Curriculum Alignment	3
Indicators of Instructional Quality	
Teacher Quality and Professional Development	3
Extended Learning Opportunities	3
Arts Education and Humanities for All Students	3
Advanced Coursework	3
Indicators of Learning Opportunities	
Family Involvement	3
Student Attendance and Dropout Rate	3
Four-Year Education and Employment Plan	3
School Facilities	3
Student Achievement	
Achievement Status	23
Achievement Change	22
Achievement Growth	22
Total	100



MICHIGAN
STATE BOARD OF EDUCATION

CALCULATION OF ADEQUATE YEARLY PROGRESS

Mrs. Sharon Wise moved, seconded by Mrs. Eileen Weiser, that the State Board of Education adopt the following:

In accordance with the guidelines of Public Law 107-110 of January 8, 2002, Section 1111(b)(2)(E), it is proposed that "Adequate Yearly Progress" for the State of Michigan be calculated as:

The higher of the percentage of students at the proficient level on the Michigan Educational Assessment Program tests, in (1) Reading (2001-02) and English/Language Arts (2002-03 and thereafter), and (2) Mathematics, measured separately, who are in:

1. The State's lowest achieving subgroup of students, as follows:
 - Students who are economically disadvantaged.
 - Students from major racial and ethnic subgroups.
 - Students with disabilities.
 - Students with limited English proficiency.

- OR -

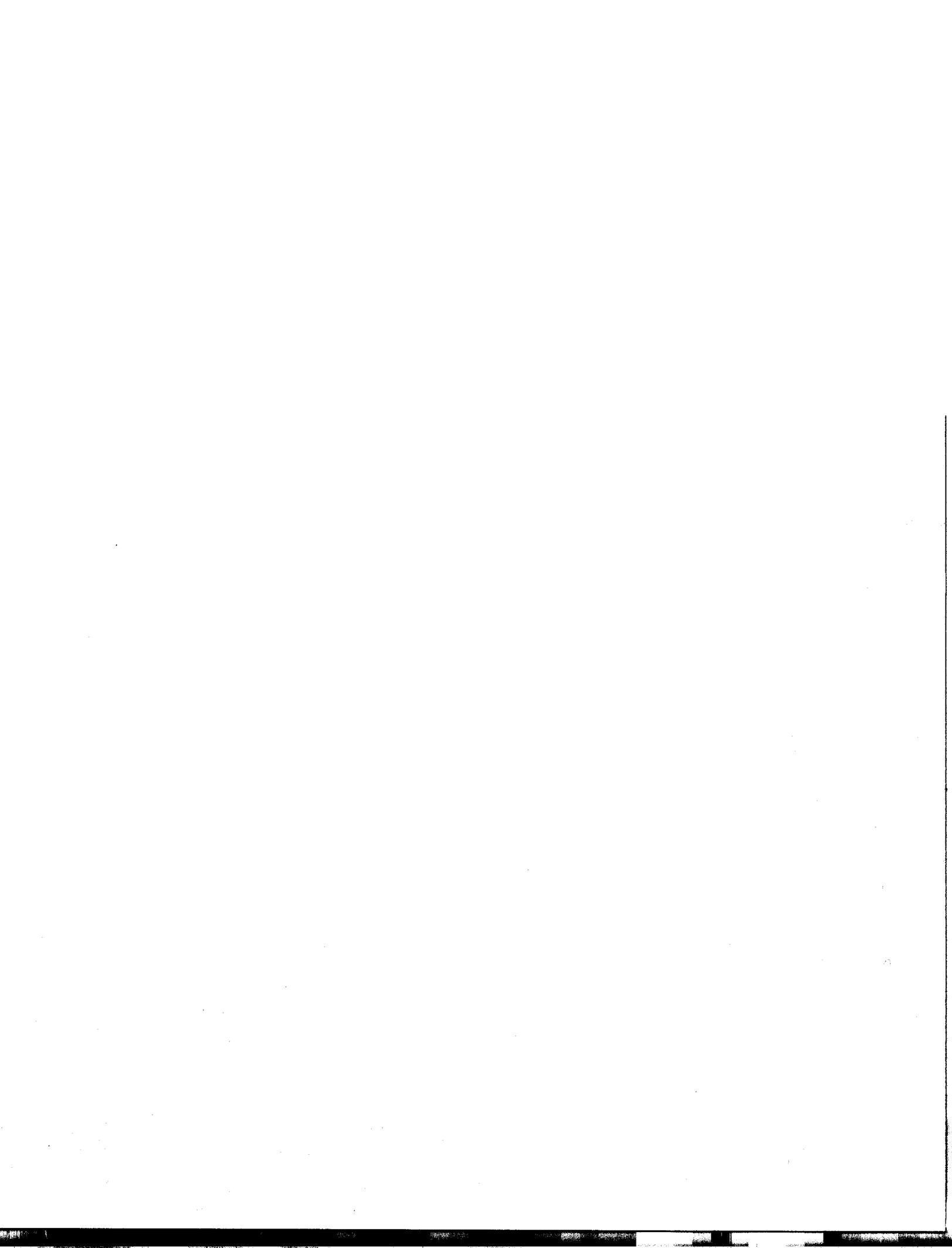
2. The school at the 20th percentile in the State, based on enrollment among all schools ranked by the percentage of students at the proficient level on the Michigan Educational Assessment Program tests in Reading and Mathematics, measured separately.

It is further proposed that Adequate Yearly Progress for schools in the State of Michigan be determined not only on the extent to which an individual school as a whole is meeting the proficiency standards for the State, but on the extent to which each individual, separate subgroup in the school, as defined above, is meeting the proficiency standards.

A school will be determined to have made Adequate Yearly Progress if its achievement levels are above the target goal for a given year, or if all of its populations below the target goal demonstrate progress through the "safe harbor" provision. The "safe harbor" provision requires that the percent of students who are not proficient be decreased by ten percent (10%).

The motion carried unanimously

Adopted November 14, 2002



MICHIGAN
STATE BOARD OF EDUCATION

DEFINITION OF PROFICIENCY

Mrs. Sharon Wise moved, seconded by Mr. Michael David Warren, Jr., that the State Board of Education affirm the following definition of proficiency:

According to Public Law 107-110 of January 8, 2002, Section 1111(b)(2)(g)(iii) each State is to determine the proficiency level on a State's assessment tests in Reading and Mathematics, measured separately, that students are expected to meet or exceed, applied separately to the following subgroups:

- Economically disadvantaged students.
- Students from major racial and ethnic groups.
- Students with disabilities.
- Students with limited English proficiency.

The Michigan Educational Assessment Program tests currently classify students in the following score categories:

- Level 1 – Exceeds Expectations
- Level 2 – Meets Expectations
- Level 3 – Basic
- Level 4 – Below Basic or Apprentice

Students at Levels 1 and 2 are considered in the MEAP program to have demonstrated “proficiency.” (Attached, as examples, are the MEAP definitions of performance in Mathematics at the Basic, Meets, and Exceeds proficiency levels.)

It is therefore proposed that “proficiency” for the State of Michigan be defined as students scoring in Level 1 (“Exceeds Expectations”) or Level 2 (“Meets Expectations”) of the Michigan Educational Assessment Program tests.

Ayes: Austin McGuire, Moyer, Straus, Warren, Weiser, Wise
Abstain: Gire

The motion carried.

Adopted November 14, 2002

State of Michigan
RESOLUTION

LOCAL SCHOOL BOARD MEMBER RECOGNITION MONTH
JANUARY 2003

WHEREAS, providing for the education of Michigan's school aged children is a fundamental duty of state government, as stated in Article VIII, Section 2, of the Michigan State Constitution of 1963; and

WHEREAS, locally elected school boards play an important role in a representative democracy, and decisions made by boards of education directly influence instruction in Michigan's public schools; and

WHEREAS, more than 4,200 local school board members across Michigan demonstrate their dedication to education through this grass roots example of democracy in action; and

WHEREAS, the service of these committed men and women represents countless hours invested in deliberating difficult decisions about curriculum, budgets, personnel, and other matters which affect parents, students, teachers, and citizens throughout Michigan; and

WHEREAS, these decisions also set direction to prepare all students to be competitive in a local, state, national, and global economy, and ultimately affect 1.7 million Michigan children and more than \$12 billion in education expenditures; and

WHEREAS, School Board Member Recognition Month provides an opportunity to build stronger relationships between the thousands of men and women who champion the cause of public education as board members, their schools, and the community they serve; and

WHEREAS, this year's theme – They're Counting On You: Leadership for Change – reflects the efforts of these board members who voluntarily tackle the enormous job of governing school districts and preserving the core of our democratic land; now, therefore, be it

RESOLVED, That the Michigan State Board of Education declares January 2003 as Local School Board Member Recognition Month in Michigan, and encourages local school districts and community leaders to appropriately recognize our state's dedicated school board members.



Adopted November 14, 2002

Kathleen N. Straus, President

Thomas D. Watkins, Jr., Chairman